June 2014

EDUCATION COMMUNITY OF INTEREST

Newsletter

MANAGER'S CORNER…

"As a collective profession comprised of educators and trainers, the Education Community of Interest, is at the heart of the Marine Corps knowledge-economy and organizational learning (as a partner). The collaborative nature in the area of innovation, often found in Science, Technology, Engineering, and Math (STEM) occupations for example, enhance intra-organizational learning and an adaptive nature necessary in our changing world. At the confluence of a knowledge-economy and organizational learning are the members of Education Community of Interest enabling the minds of today and tomorrow's leaders. As a learning-profession, our community members know the value of publishing educational literature. To this end, your community of interest office is calling on our members to participate as article contributors in our community newsletter. If you are interested in participating in our knowledge economy contact Jim Hilton at 703-432-0861 or email: usmc_ed&trng_coi@usmc.mil for further information regarding submitting artifacts of your professional work or questions regarding becoming an adjunct article participant (in our monthly newsletter)."

COMMUNITY SPOTLIGHT

FAREWELL TO TECOM'S MR. RANDY WEBB

Head, Training Development and Analysis Branch

MAGTF Training and Education Division

Training and Education Command

Inside this issue:

INTRODUCTION

Randy Webb is retiring after twenty and a half years of civil service, all with Training and Education Command (TECOM). Mr. Webb, a former infantry officer retired in 1992 as lieutenant colonel. After being assigned for two years as part of the original training standards office of Training Department at HQMC, in 1988 he moved with Training Department from the Navy Annex to Quantico to become part of the newly created Standards Branch under the Deputy Commander for Training as part of the newly organized Marine Corps Combat Development Command (MCCDC). During that time, he served as a Marine Corps Combat Readiness Evaluation System (MCCRES) evaluator and collective training standards developer, head of the Combat Service Support Element Section and the Ground Combat Element Section. After retiring from the Marine Corps, Mr. Webb worked briefly for a contractor before accepting a position as a GS12 instructional systems specialist to write training standards.
Mr. Webb has been privileged to work for some remarkable leaders and indebted to many but in particular to Col R.A.G. Berns, Ray Woods, and MGen Thomas Jones, and MGen James Laster for opportunities to grow.

Here's more about Mr. Webb's career background:

- Moved to Manpower, Plans, and Budget Branch for a promotion as a program analyst.
- Returned to what was renamed as Ground Training Branch, as Head, Occupational Systems Section and then later, again promoted, he has continued in that position nearly 18 years as keeper of the Military Occupational Specialties (MOS) Manual and the Front-End Analysis Program (FEA).
- Earned a master degree in systems management, was coassigned as Deputy for Ground Training Division (again renamed), and was given long-term assignments outside of TECOM representing the Marine Corps on subcommittees of the Base Realignment and Closure (BRAC) and with a USMC process improvement group that mapped Human Resource Development Process (HRDP).

COI INVOLVEMENT AND FIX RECON INITIATIVE

While the Community of Interests (COI) was being organized, Mr. Webb and the Training Development and Analysis Branch at the Marine Air Ground Task Force Training and Education (MAGTF T&E) Standards Division developed the original FEA to define the 1700 community. Furthermore, Mr. Webb was one of the initial members selected to serve on the newly formed Education COI Executive Steering Committee. Based on FEA results, he often conducted numerous training review groups to solve significant training and structural problems, including the Fix Recon initiative that resulted in consolidating reconnaissance MOS training under the CO of the School of Infantry at Camp Pendleton. This effort resulted in an increase in Reconnaissance Man MOS production and a reduction in attrition from that initial skills training course. He oversaw a technology evolution that supported FEAs from mainframe to mini to desktop capability, plus the migration of the MOS Manual into a database driven

(cont'd on page 2)

FAREWELL TO TECOM'S MR. RANDY WEBB

publishing template in the Marine Corps Training Information Management System (MCTIMS).

SIGNIFICANT CONTRIBUTIONS

Mr. Webb believes his most significant contribution was probably being the gatekeeper of creating MOSs and providing the integrating link between TECOM and the rest of the HRDP, particularly Manpower and Reserve Affairs (M&RA) and Total Force Structure Division (TFSD), developing policies that supported the HRDP and teaching and advising the constant turnover of active duty Marines in billets that really needed to know just exactly how the process works. The ability to explain the relationships between the different HRDP organizations and advocating for TECOM interests in the HRDP was a unique position that found him instructing and supporting initiatives to change MOS structure from one-on-one sessions with MOS managers and contractors to various groups such as councils of colonels, Operational Advisory Groups, Executive Steering Committees, action officers within TECOM, and coordinating closely with M&RA and TFSD.

OBSERVATIONS AND ADVICE

According to Mr. Webb, "After twenty-six years of working in the various versions of TECOM and the HRDP for the Marine Corps, it is possible to see repeating cycles of how the organization perceives itself regarding its training role. What remains constant is the time proven process of using Systems Approach to Training. Curriculum developers and standards writers can have confidence that the SAT works and that they are important because they enforce the process. SAT is a requirements based system that is in place to control initial skills training. Curriculum developers and task analysts should always be teaching instructors and each other using the basic question, "What is the requirement?", and "Given limited resources, how can this be best trained to the grade appropriate level in the least amount of time to put Marines into their first assignment as soon as possible?" He also believes that, "It's easy to find fault with something you are intimately familiar with, but I can tell you that having worked with equivalent organizations from the other Services and foreign militaries, that the Marine Corps is out in front in so many ways because we focus on the mission. I marvel at how practical and effective we are."

RETIREMENT PLANS

Mr. Webb plans include catching up on chores and projects, and enjoying my five children and their families. His lifestyle has always included fitness so I don't feel like I have any physical limitations (See video at https://www.youtube.com/watch?v=Ap8KLb0pvBk). Furthermore, his plans include spending time in South America – doing some Spanish language immersion and at some point serve on a church mission. The function of his billet fulfills a critical part of the HRDP and it is complex. It's not easy to change out someone who has been in a key billet so long, but other than my travels I'll be in the local area to answer questions and help the transition.

"...I can tell you that having worked with equivalent organizations from the other Services and foreign militaries, that the Marine Corps is out in front in so many ways because we focus on the mission. I marvel at how practical and effective we are."

~Randy Webb

EDUCAUSE – Not just for education!

By Bill Wright, Director, Information and Education Technology, Marine Corps University

William G. "Bill" Wright
Director, Information and
Education Technology
Marine Corps University

About Bill Wright

Mr. Wright has been the Director, Information & Education Technology at Marine Corps University since October 2008. He retired from the Marine Corps in 2001 as a lieutenant colonel after 27 years of active duty. Prior to his arrival at MCU, he worked at Operations Analysis Division, MCCDC. He will retire in July 2014 after 13 years as a civil servant.

During his 27 years of active duty, he served 9 years in Marine Corps formal schools. He was the Director, Computer Sciences School, and Deputy Director, Command and Control Systems School (now Communications School, Quantico).

EDUCAUSE is a non-profit professional organization established to advance higher education through the use of information technology (IT). Among other things, EDUCAUSE is the manager of the .edu Internet domain registrations. While its primary focus is on education (colleges and universities), much of the research and information it provides is applicable to adult learning overall, making it valuable for trainers as well as educators. By virtue of our status as an accredited university, Marine Corps University is a member of EDUCAUSE and has access to all resources. However, many of the resources are available freely to anyone via the EDUCAUSE web site at http://www.educause.edu.

EDUCAUSE was formed in 1998 as a new organization intended to offer a coherent, coordinated set of programs to serve all dimensions of campus IT functions; develop comprehensive, timely services to support the professionals within the membership community; and provide unified leadership on key policy issues affecting higher education.[1]

EDUCAUSE helps those who lead, manage, and use information technology to shape strategic decisions at every level. EDUCAUSE actively engages with colleges and universities, corporations, foundations, government, and other nonprofit organizations to further the mission of transforming higher education through the use of information technology.[2]

One of the best resources available through EDUCAUSE is the annual Horizon Report. This report, produced by the EDUCAUSE Learning Initiative (ELI) and New Media Consortium (NMC), describes areas of emerging technology that will impact adult learning in the next one to five years.[3] This extensive report is of significant professional value in maintaining currency in this rapidly evolving field. EDUCAUSE also published a book on emerging education and information technologies in 2012 called *Game Changers* that is available for download in electronic form at the link below.[4]

EDUCAUSE also publishes a monthly journal titled *EDUCAUSE Review*. This valuable resource is provided in print to EDUCAUSE members, but is freely available in electronic form online.[5] The cover article for the current edition (Mar/Apr 2014) discusses the Top Ten IT Issues in 2014 and most of them are very applicable to Marine Corps training and education technology. Past issues are also available online.

Technology is becoming ingrained in all of our training and education and it behooves all professionals in this field to gain an understanding of the potential for technology to enhance the learning process. Our students expect to learn using technology similar to what they used in school before entering the Marine Corps or are currently using in off-duty education programs. If we fail to provide it we shortchange both our students and the Marine Corps.

Footnotes:

[1] Retrieved from http://www.educause.edu/about/mission-and-organization/roots-educause on May 9, 2014.

[2] Retrieved from http://www.educause.edu/about/mission-and-organization on May 9, 2014.

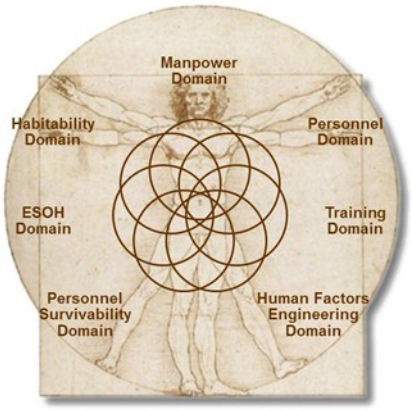
[3] See the 2014 Horizon Report at http://www.educause.edu/library/resources/2014-horizon-report.

[4] Download *Game Changers: Education and Information Technologies* at http://www.educause.edu/library/resources/game-changers-education-and-information-technologies.

[5] The *EDUCAUSE Review* web site is http://www.educause.edu/ero.

INFORMATION PAPER

27 May 2014



Domains of HSI

SUBJECT: Making the case for user involvement in systems acquisition, design, testing, and sustainment.

Human Systems Integration is the systems engineering discipline focused on the interactive role of people as part of socio-technical systems and the environment.

DoD 5000.02 and SECNAVINST 5000.2E require the Acquisition Program Manager to address Human Systems Integration (HSI) as part of the systems engineering approach to ensure that the system is built to accommodate the characteristics of the user population that will operate, maintain, and support the system. Unfortunately, HSI is often overlooked or considered too late in the acquisition to influence the design of the system (Whitefield, Wilson, & Dowell, 1991). There are numerous constraints inherent in acquisition, which prevent the use of standard design principles that incorporate user-centered testing (Resnick & Sanchez, 2004). However, without incorporating human factors and iterative testing of usability, the success of software applications will be difficult to achieve (Dix, Finlay, Abowd, & Beale, 1998).

According to DoD 5000.02, systems engineering (SE) provides the integrating technical processes and design leadership to define and balance system performance, lifecycle cost, schedule, risk, and system security within and across individual systems and programs. SE processes are used to capture, model, and evaluate total system performance to provide an operationally effective, suitable, and affordable total capability; which includes the role of the human as part of the system. However, the users, which are the most integral and complex part of a system, are not modeled and users are often unintentionally excluded from the design process (Bruseberg, 2008).

Traditionally, SE and design processes to include the design of training, focus on inputs from experienced subject matter experts (SMEs). While SME inputs are crucial to the design process, the perspective of these experts is very different from that of the inexperienced user for whom the system and training systems are being designed. In addition, SME inputs and evaluations are typically constrained to a limited number of scenarios that do not fully capture the user's reality (Naikar & Sanderson, 2001). HSI techniques, such as cognitive work analysis which focuses on how users interact with information in the work environment, can help to provide a more complete understanding of the realities of the workspace (Naikar & Sanderson, 2001).

During the engineering and manufacturing development phase of an acquisition, design evaluations and test scenarios developed by SMEs tend to be limited to existing functional requirements. Vicente (1999) demonstrated that work requirements of technologically complex systems are not stable nor are they accurate reflections of correct procedures. Complex systems must be designed in a way that enables users to understand, interpret, and manage novel and unpredictable situations. Without careful consideration of the actual work environment and tasking, these situations can create very serious threats to performance of the system as well as human safety (Pool, 1997).
Since September 11, 2001, the military has increased the amount of collected information by 1,600 percent (Shanker & Richtel, 2011). Patterson, Woods, Tinapple, Roth, Finley & Kuperman (2001) report that while all intelligence analysts agree that more data is better, the actual benefit of the collected information has not been realized. According to Patterson, et al (2001), during experiments with various database search features, analysts missed critical information due to information overload.

Many of today's modern military systems such as the Distributed Common Ground System, Global Combat Support System, and Blue Force Tracker System are engineered to reduce user information overload by "fusing" several different data systems together. However, usability analysis demonstrates that even expert users make serious errors (Moore, Gomer, Shumberger, & Stiening, 2011).

During system acquisition and sustainment, users are rarely consulted. However, the Human Engineering Requirements for Military Systems, Equipment, and Facilities (MIL-STD-46855A) provides guidance regarding the user's role stating, "experiments, demonstrations, tests, and studies shall be performed with representative users in the actual (or realistically simulated) user environment to validate design goals as well

INFORMATION PAPER

as human and system performance." The USMC Ground Equipment Maintenance Program (MCO 4790.25) states that feedback from equipment users and maintainers is essential in elation to system performance, continuous improvement, and to extend equipment lifecycle. Further, the USMC Integrated Test and Evaluation (T&E) Handbook, also recognizes the importance of the user's role stating, that human performance testing should be conducted using representative systems operated by representative users and that "usability assessments be completed by Marines, when available."

During systems acquisition and sustainment, there are several opportunities to improve the overall performance of the system, reduce costs, improve safety, and enhance reliability through user involvement in the systems engineering and continuous improvement process. As a community of human performance professions, it's incumbent upon us to articulate the business case to the PMs, engineers, and program teams regarding the value of engaging users throughout the process.

Peter W. Baverso
Senior Manpower, Personnel and Training Specialist
Marine Corps Systems Command

Joshua A. Gomer, Ph.D., AHFP
Human Systems Integration Lead
SPAWAR, Systems Center Atlantic

About Peter Baverso

Peter Baverso, Senior Manpower, Personnel, and Training/Human Performance Lead, Marine Corps Systems Command. Adjunct Faculty, University of Phoenix, John Sperling School of Management.

Peter has dedicated more than 25 years of practice to the art and science of organizational performance. During this time, Peter has helped organizations develop innovative business models, develop new products and services, achieve high levels of employee engagement, and empower high performing people. Peter has also shared his learning and experience with hundreds of students in the areas of organizational strategy, performance improvement, and design thinking. More recently, Peter began teaching Foundation Training and Yoga as a way to help share mindful practices that can be applied in business and everyday life.

Peter earned an MBA from Loyola University of Chicago, and Human Systems Integration Certification from the Naval Post Graduate School.

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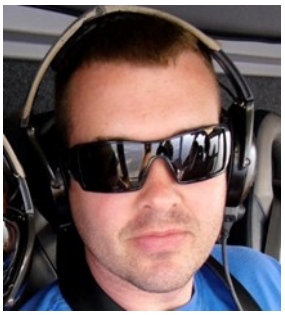
About Joshua Gomer, Ph.D., AHFP



Josh Gomer is currently the Human Systems Integration Lead at the Space and Naval Warfare Systems Center, Atlantic, in Charleston, SC. He is also adjunct faculty at The Citadel, teaching a Human Systems Integration graduate course in the Department of Engineering Leadership and Program Management. Josh is a former Marine and currently works for the Navy supporting acquisition and science and technology efforts. Josh completed his Ph.D. in Human Factors Psychology from Clemson University, in the beautiful upstate of South Carolina, and is an Associate Human Factors Professional (AHFP), certified by the Board of Certification in Professional Ergonomics.

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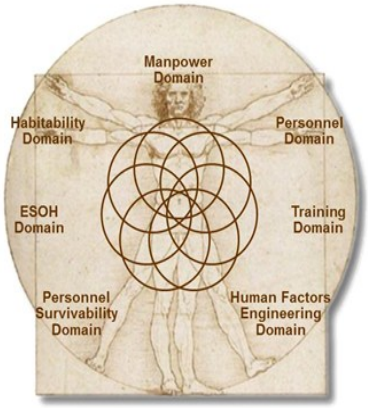

George Mason University Training Close-Up

Get an edge in your profession with Mason's Office of Continuing Professional Education

The February 2014 issue of this newsletter featured an article providing an overview of George Mason University's Office of Continuing Professional Education (OCPE) and its *Modeling and Simulation* certificate program. This month, we would like to present a recent example of how Mason provided customized training for ***Customer Service*** improvement. The client had specific needs in this example, but also needed to minimize the downtime of their employees. In order for this to be an effective solution for the customer, we developed both customized content as well as provided customized delivery methods. For this particular example, the Mason instructor, Debra Burton Brown, used a blended learning format to provide a training solution to a business unit in need of both internal and external customer service improvement.

Customization of the course: Building Strong Customer Service

Mason's Approach
Participants began their customized course with a live, 4-hour classroom session where the group first brainstormed on the definition of customer service from the perspective of the "company". Next, expectations from the point of view of the customer were explored. Top Ten Traits for customer service excellence were identified. The differences between their internal and external customer expectations were clarified. Through a series of group activities, participants practiced the fundamentals of excellent customer service in a fun and low pressure environment.

Hands-on activities which reenforced the learning included: expanding vocabulary for more positive communication with customers; demonstrating why "multi-tasking is worse than a lie"; removing "But" from dialog; eliminating the use of acronyms from communication; and redirecting the conversation from problem-centered to solution-focused to promote agreement and resolution.

The custom participant workbooks contained handouts on Quick Tips, Stress Relievers, and Time Management Tidbits. Self-assessments and specific examples accompanied each topic addressed in the instructor-led live lecture.

To enhance the live learning, course attendees also had their own individual (and confidential) online learning site, where the instructor posted additional training modules and resources which the attendee downloaded and completed. The additional three online training modules required by this client were: Getting to Know You; Speaking My Language, and Active Listening. The instructor provided positive feedback as participants succeeded in using new information and techniques. Participants were encouraged to post their observations and progress with new skills by contributing to the online *Customer Service* community forum established exclusively for this cohort.

At three points during the blended learning program, the business unit's stakeholders and the company's Human Resource Manager received participation progress reports to monitor which attendees needed additional coaching to successfully complete the training modules.

Some of the employee feedback really let us know we hit the mark:

"Course materials were thought provoking and facilitated collaboration. Provided an opportunity for everyone to work together"

"Upbeat tempo and easy to follow"

"It's easy to learn when it's tailored to us and so interactive"

"Very thought provoking and encouraged self-reflection"

"I enjoyed the class very much. Instructor made learning fun and because of that, I know I will retain much of what I learned"

Each participant in the *Building Stronger Customer Service* course earned 1.0 CEU for successfully completing the 4 hour instructor-led lecture, three online training modules and online community forum. A George Mason University Certificate of warded upon successful completion of the blended learning program. Participation was awarded upon successful completion of the blended learning program.

Summary
Tailoring existing course materials and utilizing blended learning methods satisfied the training officer's need to reduce training dollars and employee time "off-line". In addition, the employees received the necessary training to improve their understanding and execution of customer service in a confidential and highly interactive format. Here are a few of the topics that could utilize this blended learning format:

- Technical Writing
- Business Writing
- Writing FUN-damentals
- Effective Leadership Skills
- Motivating Your Team
- Teambuilding
- Goal Setting
- Time Management

We invite you to visit Mason's website today and explore programs designed to help you achieve greater success: http://ocpe.gmu.edu/index.html or call: 703-993-4800.

Mason-OCPE looks forward to serving you. *Your continued success is our business!*

Debra Burton Brown is a George Mason University Office of Continuing Professional Education management instructor who has devoted more than 25 years to providing training and program development to a wide variety of clients. Brown earned a bachelor's degree in psychology and went on to pursue graduate studies in clinical and statistical psychology. She has a unique ability to design training that leverages adult learning styles and maximizes training dollars, specializing in customized blended learning programs.

*** George Mason University is only one of numerous colleges or universities that maintain partnerships with the federal government focused on strengthening our resolve as a Nation-State in educating the federal workforce. If you know of another college or university program, your community of interest office may want to highlight contact our office via email at usmc_ed&trng_coi@usmc.mil.**

Time Management Tips for Everyone!!

By Dvora Sheremeta, Supervisory Instructional Systems Specialist/1750

You get to work planning to finish that project you meant to complete yesterday. You fix your coffee and as soon as you settle down at your desk someone stops by to chat and then your phone rings so of course you have to answer it. You check your email and note that you have to complete a survey that is due today (you meant to get to it last week). Since you're already online, you decide to check USAJOBS to see if there is a less stressful job open. You get called into a meeting that was scheduled at the last minute. Before you know it, it is past your lunch time and you haven't even looked at the project you were going to finish. Where did the time go?

Everyone has days like this on occasion and maybe for some it seems to be the norm. So how do you get control of your time so you can feel like you accomplished something each day? Time management is simply planning and exercising control over the amount of time you spend on specific activities. There are several resources and best practices available online that you can search on your own time. The goal of this article is simply to give you a couple of tips that you might incorporate into your daily routine. Some will work for you, others won't, but hopefully you will find them useful: Outlook calendar, lists, and a strategy for managing multiple tasks.

Outlook

Setting reminders on your Outlook calendar is a great way to manage those tasks you do on a regular basis, such as checking email, attending regularly scheduled meetings, sending reports, completing your timesheet, etc. By setting a recurring event on your Outlook calendar for such events, make sure to set a reminder to complete that task. When you set it up, pick a time that works best for you. For example, you could devote certain times to check your email: first thing in the morning, before lunch, and again at the end of the day. Allot enough time to go through your inbox and prioritize anything that requires action, and add those to a list of action items.

Lists

Lists are useful in prioritizing what you need to accomplish each day. You can use the task function in Outlook or simply write out a list on a notepad. (Note: the author writes a list on a memo pad with boxes next to each item to check when completed.) Your list should include 3-5 items that you need to work on that day; anything over five items can seem daunting. Anything that was not completed gets moved to the top of the list the next day. Include something that you know you can easily check off so you know you will complete at least one item each day. There is nothing as deflating as looking at a list that has nothing checked off. Avoid that feeling by keeping your list manageable.

Managing Multiple Tasks

Working on multiple tasks at the same time may not be efficient for everyone. It can take twice as long to complete two tasks simultaneously than it would if you focus on one task at a time. because you are constantly switching your focus. You will be more effective and efficient by putting your focus on one task at a time. So how do you do this if you are working on multiple projects that have equal priorities? The solution is simple: break each project into chunks.

Chunking tasks

By chunking tasks, you are taking a larger, time-consuming task and breaking it down into smaller, more manageable chunks. Look for logical breaks in each project. For instructional designers, this could be breaking down a course into units or chapters and breaking down each unit into lessons. Plan to work on your project a chunk at a time, and if you have multiple projects, this strategy gives you a natural break so you can juggle your projects efficiently to handle competing priorities. Take a few minutes at the beginning of the day to section off time on your calendar or list to work on these projects. Work on one item at a time and when you are done, take a small break so you are ready to focus on the next item on your list. Don't worry if you sometimes feel stumped on a project. Simply set it aside and work on another so when you come back to the first one, you can see it more clearly. That way you aren't wasting time stressing over a project and creating a backup on your other tasks.

These are basic tips to help you manage your time more effectively. There are many more available; an online search will provide resources from articles to training options. Keep in mind there is no-one-size-fits-all approach to time management. Ultimately it is up to you to determine what works best for you. Here is a short list of links to get you started:

Psychology Today has several articles on time management from procrastination to managing email: http://www.psychologytoday.com/basics/time-management

Lifehack.org (you've probably seen them on Facebook) offers tips from productivity to technology: http://www.lifehack.org/articles/lifehack/20-quick-tips-for-better-time-management.html

Lynda: http://www.lynda.com/Productivity-training-tutorials/38-0.html

Users need an account to access the full courses, but they should be able to view the catalog from the main site. (associated fees may apply)

About Dvora

Dvora is the Supervisory ISS for the Distance Learning & Technologies Department at Marine Corps Institute. She has an Ed.S. from The George Washington University. This article presents the techniques she uses on a regular basis to manage her work and were proven to be effective while she completed the Executive Leadership Program.

The Basic School
Developmental Opportunities

The Education Community of Interest continues to provide professional opportunities for community members to gain knowledge and skills in various areas .

The Basic School (TBS) is located in Quantico, VA it has open and continuous developmental assignments. TBS Mission is to train and educate newly commissioned or appointed officers in the high standards of professional knowledge, spirit-de-corps, and leadership required to prepare them for duty as company grade officers in the operating forces, with particular emphasis on the duties, responsibilities and warfighting skills required of a rifle platoon commander. For more on The Basic School.

Developmental Opportunities:

Testing and Evaluation: Collaboration with Testing and Evaluation Section and TBS instructor personnel with mentoring/ performance evaluation by senior 1750s Academics Director/ Deputy. Assignment would entail collection, analysis, and reporting of program of instruction evaluation findings in support of course content review boards. Additionally, assignment would entail test item evaluation, revision, and/or development as well as test construction/validation. MCTIMS student evaluation module and curriculum management module MOJT is included. Suggested detail length is two weeks to three months, contact POC for collaborative planning.

Curriculum Management:

Collaboration with Curriculum Management Section and TBS instructor personnel with mentoring/performance evaluation by senior 1750s Academics Director/ Deputy. Assignment would entail instructional systems design functions within the formal learning center in support of the analysis, design, development, and implementation of programs of instruction (POI). Specifically, this detail would focus on the preparation, execution, and consolidation of programs of instruction course content review boards and master lesson files completion. MCTIMS curriculum management module MOJT is included. Suggested detail length is two weeks to four months, contact POC for collaborative planning.

Instructional Technology:

Collaboration with Publications and Technology Section and TBS instructor personnel with mentoring/performance evaluation by senior 1750s Academics Director/ Deputy. Assignment would entail instructional technology planning and support for TBS POIs including the simulations in the Deployable Virtual Training Environment (DVTE), MarineNet courseware used at TBS, and targeting board/ systems change analysis and requirements development. DVTE and MarineNet courseware MOJT is included. Suggested detail length is three days to one month, contact POC for collaborative planning.

Short Duration "Developmental Raid" Opportunities:

Student Remediation, Assessment, Counseling: Lessons on learning, study and time management; group sessions and individual student appointments to interview students on learning challenges, learning preferences, time management techniques, study skills, and test taking techniques. Irregular appointments and every Wednesday 1700 regular open session. One hour POI lesson during forming week in the Basic Officer Course and Warrant Officer Basic Course reoccurs eight days a year (twice each of the eight days). Coordinate observation/development with below POC.

Course Content Review Boards (CCRB):

A CCRB is a deliberate evaluation of POI's from analysis phase through design, to development products. It results in a record of proceedings and on consolidation a new submitted POI. Each POI has a CCRB every year and lasts from one to three weeks of actual execution not counting preparation and consolidation. The Infantry Weapons Officer Course is in Nov, Enlisted Warfighting Instructor Course is in Dec, Infantry Officer Course is in Jan, Basic Officer Course is in Feb, Instructor Education Program 100 level is in Mar, Leatherneck is in Apr (at USNA), Warrant Officer Basic Course is in May/June, Instructor Education Program 300 level is in July/Aug. Coordinate observation/development with below POC.

For questions or more information contact:
TBS Academics Director, John DeForest at john.deforest@usmc.mil.